

379.14
N 4535
1919

New Hampshire's
NEW SCHOOL LAW

Approved March 28, 1919



"The Public Schools Must be Administered as a Business Proposition"

PROCEEDINGS

AT

**Joint Business Conference of Local School Boards
and Superintendents with the State Board of
Education, at Representatives' Hall, State House,
Concord, October 16, 1919**

Including a copy and explanation of the law, with a statement of the policies and purposes of the State Board and of the necessity of sympathetic coöperation with the State Board of Education and its official staff, of all superintendents, local school boards, parents and guardians of school children and all other educational interests and activities of the State.

Agreements relating to the use of English in the teaching and administration of parochial schools.

Correspondence of the Rt. Rev. George Albert Guertin, D. D., Roman Catholic Bishop of Manchester.

Agreed resolutions relating to approval of parochial schools by the State Board of Education, adopted October 15, 1919.

STATE HOUSE, CONCORD

JANUARY, 1920

TABLE OF CONTENTS.

	PAGE
Foreword.....	3
Call for Conference.....	5
Address of Welcome, Gov. John H. Bartlett.....	6
Opening Statement, Frank S. Streeter, Chairman.....	7
Purposes of Conference.....	7
Responsibilities of Commissioner.....	8
Problem of Joint Administration.....	9
Analysis of the Law:	
School System a Business.....	9
Organization.....	9
The State Board.....	9
The Superintendents.....	10
The Local School Boards.....	10
General Administrative Policy.....	12
Coöperation of Teachers and Parents.....	14
Educational Plant.....	15
Teacher and Other Problems.....	15
Competent Teachers.....	15
Standards.....	16
Wages.....	17
Analytical Survey of Teachers.....	18
Schoolhouses.....	19
Health and Physical Welfare.....	19
Americanization.....	19
Consolidation.....	20
Excerpts from Discussion:	
Ernest W. Butterfield.....	23
Wilfrid J. Lessard.....	23
John C. Hutchins.....	24
Thomas W. Fry.....	25
George H. Whitcher.....	25
James N. Pringle.....	25
Maro S. Brooks.....	26
President Ralph D. Hetzel.....	26
Herbert Ashley.....	27
George D. McDuffee.....	28
Dr. R. H. Jordan.....	28
William H. Buker.....	29
James H. Fassett.....	29
George W. Haslet.....	30
Parochial Schools.....	31
Agreements Relating to the Use of English.....	31
Correspondence Bishop of Manchester with Frank S. Streeter:	
Letter to the Bishop of Manchester.....	31
Letter to the Bishop of Manchester.....	32
Letter from the Chancellor.....	33
Letter from the Bishop of Manchester.....	33
Letter to the Bishop of Manchester.....	35
Appointment of Diocesan Superintendent of Schools.....	35
Letter of the Bishop of Manchester to the Clergy.....	36
Approval of Parochial Schools.....	37
The New School Law, Approved March 28, 1919.....	39

New Hampshire's
NEW SCHOOL LAW

Approved March 28, 1919



"The Public Schools Must be Administered as a Business Proposition"

PROCEEDINGS

AT

**Joint Business Conference of Local School Boards
and Superintendents with the State Board of
Education, at Representatives' Hall, State House,
Concord, October 16, 1919**

Including a copy and explanation of the law, with a statement of the policies and purposes of the State Board and of the necessity of sympathetic coöperation with the State Board of Education and its official staff, of all superintendents, local school boards, parents and guardians of school children and all other educational interests and activities of the State.

Agreements relating to the use of English in the teaching and administration of parochial schools.

Correspondence of the Rt. Rev. George Albert Guertin, D. D., Roman Catholic Bishop of Manchester.

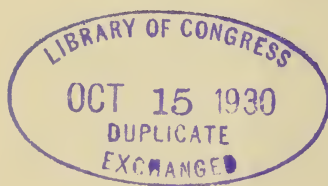
Agreed resolutions relating to approval of parochial schools by the State Board of Education, adopted October 15, 1919.

STATE HOUSE, CONCORD

JANUARY, 1920

By Transfer

NOV 18 1928



379.14
N 4535
1919

FOREWORD

The Joint Business Conference of October 16, 1919, was an attempt to unify the efforts of the statutory educational officials of the state, viz.: The State Board of Education, the superintendents and the local school boards.

The welcome of Governor Bartlett, the statement of the administrative policies of the State Board, and the explanation of the new law by the chairman of the board, are printed in full. Following these are short excerpts from the addresses of members of the State Board, the commissioner and deputy commissioners, and President Hetzel of the State College.

Informal discussion was participated in by several members of the local school boards having long experience in school direction, including George D. McDuffee of Dover for the city school boards, George W. Haslet of Hillsboro for the industrial village schools, Herbert H. Ashley of Dorchester for the schools in isolated rural towns.

Superintendents James H. Fassett of Nashua; William H. Buker of the Meredith Union; and Francis T. Clayton, Assistant Superintendent of Concord, took part in the general discussion.

A copy of the new Educational Act of March 28, 1919, is annexed.

A brief note as to the genesis of the new Educational Law is added for general information.

A State Americanization Committee was appointed in April, 1918, at the instance of the federal government. As a result of the work of that committee it was disclosed that the school laws were inadequate to meet the existing conditions, and the interest of many prominent educators and other citizens was aroused.

On November 20, 1918, Governor-elect Bartlett requested a committee then appointed by him to consider thoroughly the system of public instruction for the state and to fit it to accord with changed conditions and with the spirit of Americanization, and advise whether, in their judgment, the system and the laws could be improved, and in what respects.

5-F 32 Harvard E4: 1919 cont. 86.

The advisory committee consisted of Ernest Martin Hopkins, president of Dartmouth College; John E. Young, justice of the Supreme Court; Patrick J. Scott, diocesan superintendent of parochial schools; Herbert F. Taylor, superintendent of the Manchester schools; Wilfrid J. Lessard, lawyer and trustee of the Manchester City Library; and Dr. Alpha H. Harriman, for many years a member of the Laconia School Board; with Gen. Frank S. Streeter as chairman.

The advisory committee, in coöperation with Superintendent Butterfield of the State Department of Public Instruction, made an investigation and reviewed the entire educational system of the state, and on December 20, 1918, filed a report with Governor-elect Bartlett. The report was officially presented to the House by Governor Bartlett on the 9th day of January, 1919, and was printed and distributed not only to members of the Legislature, but also to leading educators and others interested throughout the country.

The House referred the report to the Committee on Education, of which Thomas W. Fry was chairman. Many hearings were held, to which the widest publicity was given, and the new law, which was based on the investigation and report of Governor Bartlett's advisory committee, was passed and approved by the Governor on March 28, 1919.

Printed herewith for general information are the agreements relating to the administration of parochial schools, as shown by the correspondence of the Rt. Rev. George Albert Guertin, Roman Catholic Bishop of Manchester, with the chairman, the Bishop's letter to the members of the Catholic clergy having charge of the parochial schools in his diocese, and the agreed resolutions of the State Board relating to the approval of parochial schools under the provisions of the new school law.

STATE HOUSE,

CONCORD, N. H., December 31, 1919.

CALL FOR THE CONFERENCE

State of New Hampshire

STATE BOARD OF EDUCATION

GOV. JOHN H. BARTLETT, *Ex-Officio*
FRANK S. STREETER, *Chairman*
THOMAS W. FRY
JOHN C. HUTCHINS
RALPH D. PAINE
WILFRID J. LESSARD



COMMISSIONER OF EDUCATION

ERNEST W. BUTTERFIELD
DEPUTY COMMISSIONERS
HARRIET L. HUNTRESS
GEORGE H. WHITCHER
JAMES N. PRINGLE
MARO S. BROOKS

State House, Concord

JOINT BUSINESS CONFERENCE, STATE BOARD OF EDUCATION, SCHOOL BOARDS AND SUPERINTENDENTS, COMMISSIONER OF EDUCATION AND DEPARTMENT STAFF

REPRESENTATIVES' HALL, STATE HOUSE, CONCORD, THURSDAY,
OCTOBER 16, 11 A. M.

*To the Chairmen of all School Boards, and all Superintendents of Supervisory
Unions:*

The State Board of Education invites you to attend a joint business conference with the State Board, Commissioner of Education and Department Staff at Representatives' Hall, State House, Concord, on Thursday, October 16, at 11 A. M.

The general purpose is to discuss, consider and adopt such methods of uniting our efforts definitely to improve the schools in every town in the State as will result in putting our public school system among those of the highest rank in the Country. By sympathetic coöperation that goal can be reached. With due regard to the importance of the work of Superintendents, the work of the local school boards will be a factor of the highest importance in accomplishing the desired result.

It is important that every school board in the State shall be officially represented at this conference by one at least of its members. Will you not come yourself or, upon conference with your board, appoint one as a delegate to represent the board who will come and actively participate in the conference. *We have definite suggestions to make to you.*

The State Board most cordially invites you or your representative to lunch with them at one o'clock at the High School Building, the use of which has been tendered by the School Board of Concord.

After the luncheon there will be an informal discussion of the pending questions, in which it is expected many of those present will participate.

Please reply on or before October 11 whether or not you or the delegate from your board can and will be present at the Conference and at the luncheon.

Yours truly,

JOHN H. BARTLETT, *Governor, Member Ex-Officio*
FRANK S. STREETER, *Chairman*
THOMAS W. FRY
JOHN C. HUTCHINS
RALPH D. PAINE
WILFRID J. LESSARD

CONCORD, October 1, 1919.

JOINT BUSINESS CONFERENCE

REPRESENTATIVES' HALL, STATE HOUSE

OCTOBER 16, 1919, 11 A. M.

The conference was called to order by Gen. Frank S. Streeter, chairman of the State Board, and prayer was offered by Rev. Francis T. Clayton.

ADDRESS OF WELCOME

BY GOV. JOHN H. BARTLETT

Ex-Officio Member of the Board

To equalize school opportunities, and then to raise that equalized level, has been the thought uppermost in my mind in recommending and stimulating a revision of our school laws. Americanization has made its own demands and we have attempted to meet them.

Fortunate indeed have we been in finding that we possessed patriotic men of quality and vision standing as civil minute-men ready to make this educational campaign. And again fortunate has the situation found itself in that a traditionally public-spirited people was willing to bear the tax burdens of the educational reform.

Against the temptatious cry for economy let me sound this word of warning. We cannot have good schools unless we pay decent salaries to our educators. In nothing does the state get so much value received as in the employment of high class teachers. There is a pitiable and pathetic side to starving the minds of children that are committed to our trusteeship, but there is also a business man's vision in giving our future citizens a good equipment for obtaining a livelihood and securing prosperity.

We, who are to set the new financial pace in school matters, must, ourselves, first realize the imperativeness of the situation, and then we should go to our constituents bearing the new light. We must be prepared to be criticized as "high-tax" officials who "should be turned out," and other such characterizations, but the new era is on and cannot be stayed. It is a source of thrill-

ing pride that New Hampshire is a pioneer in this, as she has been in so many of the great eras of American history.

The sunlight of education must shadow no dark spots. It must shine with equal cheer and clearness in the poor kitchens under the far-off hills as in the rich and affluent centers. The uneducated and un-Americanized have a dangerous influence on the body politic, and they may become equally cancerous to the refined and prosperous localities although they are born and bred in the remotest spot. The birthplace of criminality, like the birthplace of greatness, does not limit the scope of its influence. The state and the nation must be the equalizers.

I am exceedingly grateful to all those who have given so freely of their time and wisdom to the educational policy of my administration. To them I accord all the credit, and to them, and to you all, will be the lasting satisfaction of making a monumental impression for good upon succeeding generations.

Having put our hands to the plow let us not turn back.

I welcome you, greet you and thank you, as leaders in this educational reform, as civilization forgers and nation builders, at a time when the whole world is in unstable equilibrium. Let us make sure of reaching our goal.

OPENING STATEMENT

BY FRANK S. STREETER

Chairman of the State Board of Education

Gentlemen of the Conference:

This conference is made up of the three groups of educational officials upon which the Legislature of 1919 imposed the duty of administering the entire public school system of the state, namely: (1) the State Board of Education; (2) the 64 superintendents with 5 assistants; and (3) the representatives of the 256 local school boards.

Purposes of Conference.—The specific purpose of the conference is clearly indicated by the call issued by the State Board. It is to discuss, consider and adopt such methods of uniting the efforts of these three groups of officials as shall definitely improve the schools in every town in the state and will result in putting our

public school system among those of the highest practical efficiency in the country.

We shall not try to consider here what are the most approved principles of pedagogy, nor the application of scientific methods to the problem of what constitutes the best and most practical education for our New Hampshire school children. Those are questions for expert advice. The law has provided such an expert for us in the Commissioner of Education, on whom the board and all of us will largely rely.

Responsibilities of Commissioner.—Under the present organization the broadened duties and responsibilities of the commissioner as our expert educational adviser are shown by the following rule adopted by the State Board on September 5, viz.:

“The Commissioner of Education, as the board’s chief executive officer and advisor, shall, for and on behalf of the board, keep himself fully informed of the educational needs of the various grades of schools in the state; shall follow closely the current events relating to educational processes and examine all efforts to advance educational efficiency in school departments outside the state and carefully consider their applicability to our school conditions in this state, and, upon his own initiative as well as upon request, confer with and advise the board upon all the foregoing and any other school matters; and, in general, shall faithfully aid and advise the board in all matters looking to the efficient and successful administration of our school laws, whether with regard to any peculiar needs of our own state or as a basis of comparative efficiency with other states.”*

We have confidence in the commissioner’s ability and competency wisely and successfully to inform and advise on these questions.

With the understanding that the strictly technical side of our educational problems is thus being cared for, this conference is to consider the other question that immediately confronts us: How can the law be most effectively administered by the three official groups on whom that duty is imposed?

* At the same meeting the responsibilities of the chairman were prescribed as follows:

“Chairman—For the present, the chairman, representing and acting for the board between meetings, shall, so far as practicable, keep in touch with the administration of the school laws by and for the board and keep the other members informed thereof; also by himself or through the commissioner give such general or specific directions about administration as may be consistent with general or specific policies approved by the board.”

Problem of Joint Administration.—Our wise solution of this problem of joint administration by the three official groups—State Board, superintendents and local school boards—may be the turning point on which the success of the law will depend. Experience has taught the world that a bad law wisely and competently administered, with a liberal use of common sense, produces far better practical results than a good law unwisely and incompetently administered.

Our law has been hailed by the educational world generally as the best and most progressive educational legislation that has so far been incorporated in the statutes of any state, and the solemn question which now confronts the three official groups in this conference is whether we severally and jointly can muster sufficient ability and common sense so to administer the law as to realize the hopes of our people who have shown an intense interest in the betterment of our public schools.

ANALYSIS OF THE LAW

Let us first make a brief survey and analysis of some of the fundamentals of the law itself relating to administration, which must be examined in connection with the House Educational Committee's report on which the law was based.

School System a Business.—We first note that the State Board, made up of business men and not technical educators, "will be expected to study and administer the educational needs of the state as a business proposition," and that "it will be their duty to see that the entire school system of the state shall be operated on principles of business efficiency."

For the time being at least, the state has definitely determined as its educational policy that its public school system shall be carried on as a "business proposition" and operated on principles of "business efficiency," so far as that result can be reached.

Organization.—To carry out this business policy the organization created by the Legislature for the administration of the law is in a general way analogous to that of a railroad or other corporation operating in state-wide territory, the management of which is entrusted to three separate but intimately related and interdependent groups of executive officers and agents.

The State Board.—The general management, supervision and

direction over all the public schools in the state was vested in the State Board of Education, with the Commissioner of Education, deputy commissioners, and department staff as executive officials, the commissioner being the educational adviser and chief executive officer of the board—the board to have the same powers as the directors of an ordinary business corporation have over the business of the corporation. These functions and powers closely correspond to those of the board of directors and executive officers of a corporation operating in a state-wide territory.

The Superintendents.—In the 64 superintendents, with 5 assistants, as the numbers are now fixed, the Legislature provided for a second group of executive officers whose important duties, as established by the act itself, were to “direct and supervise the work” of the 3,000 teachers, and generally to act as responsible agents in putting into effect the general business and educational policies of the board acting under the advice of the Commissioner of Education. Their position is closely analogous to those of division superintendents of railroads, but differs in one fundamental respect, in that our superintendents are chosen and receive their appointment not upon the selection of the board of directors as in the case of corporations, nor upon the selection of the State Board in this organization, but solely upon the decision of the local school boards in their supervisory districts. The only limitation of the power of school boards to choose their own superintendents is that their choice must be of one who has a certificate of “competency and suitability.”

The Local School Boards.—The third group of educational officials is the 256 local school boards, the extent of whose powers, duties and responsibilities seems not to be fully understood or appreciated.

While the work of the teachers is subject to the supervision and direction of the superintendents, the management of all school business in the 256 districts is vested in the local school boards, subject only to the general rules and regulations of the State Board—a matter to which I shall again refer.

In certain respects their position is closely analogous to that of the local managers and agents of a state-wide railroad corporation, in that they are charged with the duty of carrying on the corporate business in the local communities, and on their com-

petency and ability to secure and retain the confidence of the citizens in their locality the prosperity and success of the corporate business in their territory must largely depend.

At this point the analogy breaks, for the local school boards are not appointed as are the local managers and agents of a railroad by the directors, nor by the State Board in this organization, but are elected by the voters, including the fathers and mothers of the school children in each school district, and are practically responsible to them for their wise and efficient management of the business of the local schools.

But the local boards have far greater powers than the local managers and agents of corporations, in that they not only select every one of the 69 superintendents, including assistants, every one of the 3,000 school teachers, and every person employed in connection with the public school system of the state except the State Board and its organization staff; but with that exception the local boards have full power to determine, and do determine, the amount of public money that shall be paid in salaries and wages to every superintendent, teacher, and every employee in any way connected with the work of the public schools.

We are all more or less acquainted with the set up of the business organization of railroad corporations. If you can visualize such an organization so changed from the usual form that no division superintendent could be employed unless selected and his salary fixed by vote of the local agents in the towns and cities on the line of the road; and that every employee of the road outside the directors' office in Boston should be hired and his wages determined by the same local agents, you will perhaps get a clearer conception of the powers of the local school boards in our state school organization.

Do not misunderstand me,—the fundamentals of our organization are purely democratic and are set up on absolutely sound principles. I am calling attention to the powers of the local boards under the law to the end that the local boards themselves may recognize the propriety of the emphasis we put on their duties and responsibilities which go with the powers granted to them, and the absolute necessity of their warmest coöperation with the State Board and superintendents if our educational bill is to be successfully operated.

The foregoing is intended to be an accurate analysis of the powers, duties and responsibilities imposed by the Legislature of 1919 upon each of the three groups of educational officials to whom is entrusted the administration of the new educational system,—the State Board, superintendents and the local school boards.

If I have made any error in this statement, the superintendents and representatives of the local school boards, in the discussion which we shall have here today, will have opportunity to make proper correction, and we shall be glad to have them do it.

GENERAL ADMINISTRATIVE POLICY OF THE STATE BOARD

An intimate knowledge by all concerned of the general administrative policies of the State Board is essential, and, so far as they have been thought out and formulated, we desire to state them.

While the general powers vested in the State Board are large and comprehensive in giving the board the same control and direction over the business of the public school system as the directors of a business corporation have to control and direct the business of the corporation, this board believes that the highest value and usefulness of the granted powers rests on the fact that they will enable the board, with the commissioner, deputies and the rest of its official organization, including the superintendents, effectively to aid the local school boards to create better schools in every school district in the state.

The State Board as now constituted will act in accordance with that belief. Their powers will be used solely for helpful coöperation with superintendents and local school boards for the general betterment of our public school system, which the educational bill was designed to accomplish.

The State Board is given power to make rules and regulations on all branches of public school business, and of course such rules and regulations will be made—but never without the fullest consideration of all the information we can obtain as to their usefulness and practicability. Such information must largely come from our official staff, the superintendents and the local school boards, and we must rely upon them to keep the State Board fully informed.

If unwittingly we shall adopt any general regulation which

turns out to be undesirable or impracticable of execution, we shall, of course, quickly hear from you or others about it; and if, upon review, we become satisfied that a mistake has been made we shall not hesitate frankly to admit it and make correction.

One great virtue of the law is its workable elasticity, which does not confine the State Board to any fore-ordained or legally established course of procedure, but enables it to supervise, control and direct the business of the public school system with the same sort of common and business sense which you and other successful citizens use in dealing with your important business affairs.

We want the most intimate business relations with the superintendents and the local boards; we want every superintendent and member of local school boards to feel that he is an indispensable wheel in this educational machine and to feel that the office of the board in Concord, in a general way, is his office, and he has the right to all the information relating to his school business that the office can give him.

We want every superintendent and member of local school board, so far as possible, to know personally the commissioner and the deputies, and fully discuss with them their local problems and how they can best be met.

The commissioner, as the chief executive officer of the State Board, will have general oversight of the entire educational field. The deputy commissioners will have special charge of separate departments or divisions of the work. Through the commissioner, the deputies and otherwise, the members of the State Board will be kept closely in touch with the educational work in all sections of the state, and will be ready to act promptly on questions as they may arise.

The board, as now constituted, will not content itself by acting as the mere figure-heads of a "business" (so-called) department of the state, but intends to keep itself fully informed as to the conduct of the "business" and take such active part in the "management, supervision and direction over the public schools" as will satisfy the requirements of Section 5 of the act and the intent of the Legislature in adopting them. They will have regular meetings at least once in two months, and will hold special meetings as often as occasion may require. So far as

practicable, they desire to know personally the superintendents and local boards, and will welcome any well considered suggestions looking to the betterment of the schools.

In other words, the State Board, to the best of its ability, intends faithfully to contribute to the success of the joint administration of our new Educational Law by the three official groups named, a common sense exercise of all the powers vested in it by the state and all the personal influence it may possess by virtue of those powers or otherwise. We feel that we can confidently rely upon a like contribution from the local boards and superintendents and that such unified administration cannot fail of success.

This statement of the general policies and purposes of the State Board is made for the information not only of the superintendents and local boards, but of all our people who are interested in the educational development of the state and in practical business administration of the law.

Further Coöperation of Teachers and Parents.—Let us depart from the main question for a moment to say that this board will not be content with its educational work until, in addition to the unified coöperation of the three official groups, there shall be added the organized, sympathetic coöperation of two additional groups, viz.: the 3,000 teachers and the fathers, mothers and guardians of the 62,000 children attending the public schools.

(In using these figures I do not overlook the 18 or 19,000 additional children attending the parochial and other private schools, in whose educational development the state has the same interest as in those attending the public schools.)

If and when these five groups,—State Board, superintendents, local boards, teachers and parents,—shall fully realize their individual responsibility and, inspired by a common purpose, unite their efforts, they will constitute an irresistible force for our educational betterment.

We are told that this is a vision or a dream impossible to realize; we do not believe it. To accomplish this result may require years—many more years than are left to some of us—but it can ultimately be realized. And is it not worth trying for? Pray pardon this digression. We must not lose sight of the problems that immediately press us; they are many and important.

THE EDUCATIONAL PLANT

It may give us a sobering sense of our joint responsibilities as joint managers of our public school system if we take a brief look at figures showing the extent of our educational plant and the materials we are to use.

The last biennial report of the Department of Education shows as follows:

Public schools	2,075
High schools	95
Teachers	3,121
All scholars (between 5 and 16)	80,775
(Attending parochial schools)	19,647
School houses (of all kinds)	1,575
Estimated cost including equipment	\$7,244,229
Outstanding debt against school property	\$1,019,000
Total expenditures account schools (1918)	\$3,248,708

We must not forget that the management and operation of a business of the size shown by the foregoing figures has been entrusted by the people of New Hampshire to the three official groups now gathered in this hall, and that there are practical questions to be seriously considered and that they cannot be solved by either group of officials acting alone but only by the joint, combined efforts of all of us.

TEACHER AND OTHER PROBLEMS

Competent Teachers.—The question of providing a continuing supply of the more than 2,700 competent teachers today actually employed is perhaps the most immediately important of any now confronting us.

We do not have to suggest to an intelligent body of local school board men in New Hampshire that competent teaching is the foundation on which the entire structure of the public school system rests, nor that without a continuing supply of competent teachers we may as well liquidate the public school business and go into voluntary bankruptcy. The responsibility for providing such a supply rests primarily on the local school boards and the superintendents—for the boards elect every teacher on the nomination of superintendents also selected by themselves. But in a broad way the responsibility also rests heavily on the state

board as general executive managers of the entire school business. In other words, this responsibility for providing competent teachers is joint and not several, and the practical business question for the state board and local boards is: How can we practically combine our efforts most effectively to insure a continuing supply of competent teachers for the next five or ten years at least?

We shall ask the commissioner to review some of the details of this problem, but let us make in advance some general observations.

We have a large number of highly competent teachers, many of whom have devoted their lives to this work and are now continuing their work at a large financial sacrifice. We have a much smaller number of teachers without teaching experience and without professional training in our normal schools or otherwise.

MUST KEEP UP STANDARD

The commissioner estimates that nearly if not quite 1,000 of our 2,700 teachers in their education, training or general competency fall below that reasonable standard of efficiency which must be required if the state persists in its purpose to carry its school system into the highest rank.

Such conditions demand the most careful consideration on the part of all concerned: viz., the state board, the superintendents, the local boards, the teachers themselves, the parents and guardians of our school children, and the other voters at school district meetings.

The data for an accurate, intelligent and complete survey of the teaching forces in our schools is being gathered and is in progress of being so analyzed and arranged that we shall have a definite inventory of the teaching power of the state and its qualifications for the work. To us as business managers of the school system, two facts are plainly obvious:

1. That if the state is to build up and maintain our school system at a high degree of practical efficiency a continuing supply of competent teachers is an absolute necessity.

2. That, in such case, the compensation and general living conditions must be made sufficiently attractive to retain in service our present body of competent teachers, and to encourage a sufficient number of others to enter upon the work.

Because we want to arrest and hold attention on this matter of vital importance we shall not overload this statement with statistics. The following facts will suffice to compel our reflection upon a serious situation which must be provided against without delay.

WAGES TOO LOW

From reports returned to our office within the last ten days with reference to the wages paid to 788 teachers in elementary mixed schools in 203 school districts, we find that

In 7 districts the average wage of 21 teachers is less than \$400.

In 46 districts the average wage of 195 teachers is less than \$500.

In 119 districts the average wage of 468 teachers is less than \$600.

In 31 districts the average wage of 104 teachers is between \$600 and \$833.50.

216 teachers are receiving less than \$500.

684 teachers are receiving less than \$600.

The maximum annual wage to one teacher of an elementary mixed school is..... \$833.50

The minimum annual wage to two teachers is..... 288.00

The average wages of these 788 teachers for this present year is... 532.40

These wages are for the school year of 1919-20, not for the year 1913-14.

Compare the foregoing annual wages paid to the women to whom we entrust the care and development of the minds of our children during their tenderest years of educational growth, with the average annual wages paid to women employees in the ordinary work of the largest cotton mill in this state for the years 1913 and 1919, furnished at the request of the board by the Amoskeag Manufacturing Company.

Keeping the fact in mind that these wages were paid in 1913 on a 58 hour week and in 1919 on a 48 hour week.

	Avg. Wage 1913, 58 hrs.	Avg. Wage 1919, 48 hrs.
Spinners (cotton).....	\$440.34	\$863.62
Drawing-in.....	503.67	948.48
Weavers.....	557.96	1,045.62

You will note that the annual wage of the women mill workers has advanced almost 100 per cent in the last 5 or 6 years. You will also note that they are now earning and receiving almost twice as much as more than one-third of our entire body of elementary school teachers.

Again compare the wages today being paid for domestic service. Ten and twelve dollars a week is a common wage for cooks and house maids. The room and board can at the very least be estimated at five dollars a week. The annual wage then, for these employees can be reckoned as from \$760 to \$884.

As sound business men you can judge whether a sufficient number of well trained, competent teachers for the training of our children can be procured on the present basis of wages as against the wages now being paid to women for making our sheets, pillow cases and other cloths, and in domestic employment.

MAKING ANALYTICAL SURVEY

This subject seems to demand serious consideration not only by you and ourselves but by every citizen interested in the building up and maintenance of an efficient public school system.

As soon as our analytical survey of the teaching force in the state is completed from data now being compiled, the results will be furnished to you. Then we shall accurately see the character and size of this problem and can intelligently unite in planning a solution.

We do not hesitate to say that the unanimously settled policy of this State Board as now constituted will be to furnish all the assistance within our power to the local boards and superintendents for providing a sufficient number of suitably educated, well trained and competent teachers, and to encourage the payment of such compensation and the establishment of such other conditions relating to their professional work as will attract an adequate supply of that kind of teachers to our public school service.

We hope for a general understanding that this state intends to have 2,700 teachers all well equipped, well trained and competent to take charge of every school in accordance with its grade and location; that it will pay reasonable compensation for teachers of the class described, and further, that the employment of poorly educated, untrained and incompetent teachers will not be unnecessarily encouraged.

We would also like to have those who desire to equip themselves for teaching in this state understand that the local and state boards will use all practicable ways to give public recognition for meritorious and successful work.

Having a full body of competent, well trained teachers, the board with the commissioner will consider and try to work out some plan for giving the teachers a voice in the management of the local school business. This can probably be done if and when the teachers of the state acquire a larger feeling of personal responsibility for the successful operation of the schools as a whole.

There are other questions which require the close coöperation of the local and state boards.

SCHOOL HOUSES

There are under our joint control 1,575 school houses. Many of them, especially in the cities and large towns, are of the highest class, well fitted for their uses, sanitary and in a wholesome environment. Some, mainly in rural districts, are unsuitable, unsanitary and must be looked after.

From data now being gathered we shall soon accurately know the exact condition of every one of the 1,575 school houses in the state, and shall be able to advise with the local board in each district what should be done to make every school house "suitable and sanitary" and having due regard for the care of the health and physical welfare of all pupils within the meaning of the new law.

HEALTH AND PHYSICAL WELFARE

Section 27 of the Act requires "suitable provisions for the care of the health and physical welfare of all pupils." To put this provision of the law into practical operation we have appointed Miss Elizabeth Murphy Supervisor of Health. She has actively entered upon her duties, which we have reason to believe she will most competently perform.

These two matters, School Houses and Health and Physical Welfare, are under the special supervision of Deputy Commissioner Pringle. We shall ask him to discuss with you these questions so far as our time today will permit.

AMERICANIZATION

One provision of the law which has attracted the attention of the educational world outside the state is the state's declaration of public educational policy in these words:

“To secure the efficient administration of the public schools and the work of Americanization in teaching English to non-English speaking adults and in furnishing instruction in the privileges, duties and responsibilities of citizenship which is hereby declared to be an essential part of public school education.”

Every one of our citizens may be justly proud that his state was the first American commonwealth to put upon its statute books such a declaration of its educational public policy.

This declaration imposes upon all the administrators of the law the gravest responsibility. These provisions must be executed. Non-English speaking adults must be taught to speak, and, so far as possible, taught to think in our national tongue.

The school children must learn as much as possible the privileges, duties and responsibilities of their coming citizenship; and we must have teachers competent for such instruction.

The commissioner is examining and advising the board as to the most practical methods of teaching citizenship. The board will omit no effort to carry out these provisions.

The work of teaching English to non-English speaking adults is under the special supervision of Deputy Commissioner Brooks and his assistant Mr. Clark. We will ask Mr. Brooks to explain the steps now being taken, and will, we are confident, receive your sympathetic coöperation in this great work.

CONSOLIDATION OF SCHOOLS

There is another important question pressing for consideration in many of our towns,—the question of consolidating all or some of the schools in town districts. We shall not here review the arguments for or against the proposition. In fact we do not believe any general rule can be adopted which will be universally applicable. Whether and to what extent consolidation should be adopted by a town must largely depend upon the geography, location of existing school houses, and routes of travel in that town.

Wherever a consolidation of schools is practicable and sensible the State Board will encourage it—otherwise not.

The commissioner has made extended examinations of the subject as it relates to many of the towns. He is prepared to take up the question with the school boards of the individual

towns and help work out a common sense solution for each town. We advise that such course be adopted.

The main purpose of this official statement by the State Board is to convince you all that our duties under the Educational Law are joint and not several, and that we must sympathetically coöperate in the performance of our joint duties if the operation of the law is to be successful.

The superintendents are the liaison officers between the state and local boards. It may be that no special organization of the local boards is necessary. It has been suggested, however, that our joint purposes might be advanced if the members of the local boards in each county should make an organization by the election of one of their most competent and interested members as chairman, hold meetings occasionally and consider the school situation in the county, and through their chairman be in closer touch with the State Board.

Whether you will take this course or will maintain your close relations with the State Board through your superintendents alone, is for you to decide. All that the State Board desires is successful results.

If you hesitate to devote yourselves to this public work, you should realize that in twenty years the 80,000 school children of today will be the controlling factors in the civil life of the state.

Three or four years ago we were all aroused to prepare against the dangers then threatening us. Thoughtful men and women believe that the dangers now confronting our country and our form of government and the welfare of our children constitute a still greater menace.

Let me quote the final paragraph of the report of the Committee on Education to the House of Representatives last February. It is still more impressive today than it was when written nine months ago.

This bill "builds for us bulwarks behind which we may face, with reasonable confidence, the menace of the future. That this menace is real, no thoughtful man will deny. Half the world, crazed by the horrors of war, is turning to anarchy. The contagion of the world-madness is already felt in our own land. If we in New Hampshire escape its destructive effects, it will be

through the common sense and education of the everyday citizen. It is our duty to make sure that the men and women of tomorrow are equal to the strain that tomorrow will bring. The children of the state must be trained to know good from evil, truth from falsehood. They cannot universally receive this training without the help of the state. If we set any value on our free institutions or on a government of law and order, we must accept the responsibility which this bill imposes."

We have accepted the responsibilities imposed by that bill. It is our duty to the state and to all our people, our children and ourselves, to see that that duty is well performed.

EXCERPTS FROM THE DISCUSSIONS AT THE JOINT BUSINESS CONFERENCE OCTOBER 16, 1919

ERNEST W. BUTTERFIELD, Commissioner of Education, spoke in relation to the betterment of the teaching force. He stated:

"This is the most difficult task facing us. There are not enough trained and skilled teachers for all positions. It is no longer a matter of price. The market has become depleted and you cannot buy teachers as you can other merchandise.

"You must keep the satisfactory teachers that you have, since you cannot replace them. To do this, you must make the conditions of living attractive. Teachers must have suitable boarding homes. They must have the respect which is due public workers. They must have salaries comparable to those paid in other occupations. Except for unusual causes, teachers should not be replaced during the year and should be encouraged to long service in the same school. To accomplish these things, teaching service should be by the year and the long vacation used for required study and for the correlated school activities.

"You must through your superintendent train the teachers that you have for better work. This is the first test of the superintendent and his success is to be measured by his ability to do this thing.

"Many schools in our state will be untaught in a few years, unless each district raises its own teachers. It should see that it has enough girls in the upper grades and in the high school on their way to normal schools or colleges to supply its own annual loss. We want New Hampshire girls for these New Hampshire positions and New Hampshire positions for these girls. They in the long run are the only teachers who will stay with us, will take a real interest in our towns and will succeed in educating our children."

WILFRID J. LESSARD, a member of the State Board, said in part:

"The official statement of our chairman, in clearly outlining the policies of the State Board, has a special reference to the needs of the sixty thousand pupils attending the public schools. But these do not comprise the entire population of school age in our state. I wish to speak of the twenty thousand other children who derive their education from other sources and chiefly through the system of parochial schools maintained by the Roman Catholic Bishop of Manchester in the principal cities and towns of New Hampshire.

"When the Committee on Americanization began its important work with a request for coöperation by all public spirited citizens, no one responded with a greater zeal than the Right Reverend Bishop and no single influence was of greater consequence than his. To the end that the educational opportunities of all the school children of the state, whether attending a public or a private school, might be nearly equal as possible, he created a Diocesan Board of Education to superintend the fifty or sixty schools under his jurisdiction. His aim was to centralize the educational forces at his command, unify methods of teaching and administration in his schools and to become thereby, an active and efficient partner in the work of improving all the schools in New Hampshire.

"I wish that you would leave this room with the assurance that no parochial school is a foreign school or a school for foreigners. It is an American school in which the language of the constitution of the country and state is the basic language for instruction and administration, while retaining its own character-

istics. For, while in a concert, the various instruments take a part in the rendition of the same melody, each musical instrument must be held and played according to the rules which are peculiar to it. So, in the educational melody of New Hampshire, the parochial schools shall sound religious and patriotic notes and always harmonious with the great task which confronts us, the betterment of all the schools in New Hampshire."

RECESS FOR LUNCHEON AT ONE O'CLOCK

After luncheon at the Concord High School, the conference was resumed in the assembly hall of the building for an afternoon of informal discussion. The school boards of 139 of the 256 districts of New Hampshire were represented by one member, at least, and sixty-six of the sixty-nine superintendents were present. At this session Ralph D. Paine of the State Board of Education presided and briefly introduced the speakers, who discussed the various problems from different angles. What they said was, in part, as follows:

JOHN C. HUTCHINS, of the State Board of Education:

"To the rural communities, at least, it is a serious matter to secure the money for carrying out this great educational project. Many towns in the outskirts of the state are excessively taxed today. There may be reasons for it which ought to be investigated and I think it is the duty of the superintendents and school boards not to be content with their particular department of public affairs but also to have an eye to the other departments, such as the power of assessment of taxes and the valuations of the property that comprises the community. The required money can easily be raised if you will apply the poultice evenly over the property within your town.

"From 1870 to 1910 the drift of our young men and women away from the rural towns was largely due to the fact that we imported the methods and ideas of city schools and as soon as our young people became educated they were no longer fitted for country life but went to the cities and larger towns. Naturally the countryman became suspicious of the school proposition and did not feel liberally disposed toward supporting it, and any legislation which raised the tax rate to promote that kind of schools was frowned upon.

"As our boys left the country many farms were abandoned to grow up in spruce and fir. This land fell into the hands of the large lumbering corporations and helped create the situation existing today when five-sixths of the unimproved lands of New Hampshire is owned by non-resident corporations. They have great influence, through the bosses and foremen and the other men working for them. When one of them is elected selectman it is hard for him to see tax valuation in an acre of spruce timber land. Much property escapes the assessors, even in the villages, and this raises the rate to an almost unbearable figure.

"I know of one town with less than one thousand inhabitants whose tax rate is \$3.86. They have no good school, no good roads, and the Lord only knows where the money has gone. The members of the school board do not know the town valuations. They have a school treasurer and he hires a teacher and scratches the salary together once a term.

"Another town has an area of fifty thousand acres of which thirty-eight thousand acres are wooded lands owned by a foreign corporation. The selectmen increased the valuation of that town from \$525,000 to \$1,250,000. The tax rate was \$2.75 and it has been reduced to \$1.35, and instead of getting

\$10,000 the town receives \$18,000 on the lower rate. You can all do it if you have the property and know the value of it. That is the way to get the money to pay your teachers better salaries, and it behooves you men and women to go home and look over your assessment books, look over the town property, and see how it is valued. Not one man in ten on a school board knows the valuation of his next door neighbor's farm. When you begin to study this kind of information you can put your town and school affairs on a basis of equal and fair taxation and adequate revenue.

"Now with equal taxation we propose to give our children equal school privileges and the people who have the money must pay for it. Foreign corporations in the state are paying enormous income taxes but they will pay their proper share of the local taxes if you put it up to them right, and they will then help to build up the local community instead of handicapping and draining it."

THOMAS W. FRY, member of the State Board, urged school boards to take citizens into their confidence. He said:

"I cannot conceive of any body of men and women who could be called together that would so completely represent all the vital interests of New Hampshire. Your power for good is very great in establishing the new educational order of things. My personal appeal to you is that you go back home and try to explain to the people what the Board of Education, with your help, is trying to do. The average citizen knows very little about school affairs. You should see to it that he awakens to a real interest. Show your neighbors the new school buildings or any improvements that have been made. Explain the difficult problem of school transportation and talk about school matters in your bank meetings, lodge, and Grange meetings. Make it your business to inform people what we and you are trying to do.

"I believe that this State Board and the new school organization are on trial before the people of New Hampshire. Half a year has been spent in arranging the machinery of operation which started up when the school year began a few weeks ago. We hope to make it run with efficiency and if it does you will help to make the people understand, so that at the next Legislature the appropriations will be voted to carry on the good work for another two years."

GEORGE H. WHITCHER, Deputy Commissioner, discussed the noteworthy development of vocational education in New Hampshire:

"We are not hitching up our public schools to the commercial producing industries. There obtains in some states a theory that we can take the children of the public schools, that is, certain children, not our children, and put them into some factory where they can be learning a trade and at the same time getting some education on the side. New Hampshire has never approved of this theory, but fifteen years ago, when this country was threatened with narrow education, New Hampshire refused to subscribe to such a plan. There is a vast difference between educating for an industry and educating by means of an industry. There is all the difference in the world between these two points of view and New Hampshire stands for educating children for the general duties of citizens by making use of those things with which many children are most familiar."

JAMES N. PRINGLE, Deputy Commissioner, presented the subject of "School Health and Sanitation":

"The State Board of Education has approved plans for the progressive improvement of schoolhouses, and these plans have met with a hearty response

from school boards, who have devoted hard, disinterested work to make school buildings wholesome houses for study.

"This year, for the first time, there will be a state-wide survey of the health of each child in the public schools. This inspection will be followed by definite follow-up work, generally by a school nurse. In this way, public health will be protected by the prevention of the spread of contagious diseases, but, even more important, by the discovery of personal defects. In many cases, these may promptly be remedied by the elimination of the specific causes of ill health, and in other cases the parent will be led to take such steps as are needed to give full health to his children. Already one free surgical clinic has been started for crippled children from indigent homes."

MARCO S. BROOKS, Deputy Commissioner:

"There are thousands in New Hampshire who cannot assume the responsibility of American citizenship or enjoy its opportunities while they remain foreign in our midst. The state law makes the work of Americanization in teaching English to non-English-speaking adults and in furnishing instruction in the privileges, duties and responsibilities of citizenship an essential part of public school education. The attendance at evening or special day schools is required of all minors who are not competent in English, and the attendance of adults is encouraged. By the plans of the State Board, schools are now being opened in all districts where there is need, with an attendance of several thousand. By special summer school courses and by group instruction given by the supervisor of evening schools, teachers are being trained for their work. For the use of superintendents and teachers a tentative course of study has been prepared and distributed."

PRESIDENT RALPH D. HETZEL, of New Hampshire State College:

"After considerable investigation I have come to the conclusion that there is no educational law on the statute books of any state that is the equal of the one we have in New Hampshire. I say this because I believe that it is highly desirable that we express ourselves strongly and sympathetically as back of our State Board and its work at a time when this new law is being first put into operation. It seems to me that if we respond to this invitation to coöperate in the same splendid spirit in which it has been given, we are going to bring to this vital task in New Hampshire an accumulation of counsel which is bound to make all our work a notable success in the educational world."

"In order to seem to practice what I preach, may I take this occasion to give to the common pot the unadulterated coöperative good will of the State College? I feel that the State College is, in its business of teaching our boys and girls and training teachers, an organic part of the public school system of the state. I believe that the arteries which run through the public school system come out of the high school, and pass through college and back again. We feel very keenly the close relationship which exists. I am convinced that this relation is so intimate that if there is any trouble or defect at any point of the system, from the rural school to the college at Durham, we are going to feel it throughout our educational organization."

"When an institution is conscious of its obligation to train teachers, it feels that New Hampshire boys and girls who know their state and love it ought to be qualified as teachers, and we turn to New Hampshire schools to make their contribution. We have at the present time more than 675 boys and girls from New Hampshire schools at the State College. We feel that a large percentage of those boys and girls ought to return to the public schools of New Hampshire, but there is one serious difficulty. If the responsible officers and the people of the state desire to have the best of these young men and women in the vital service of teaching, they must provide compensation that is a fair inducement."

"The splendid buildings and equipment that have been established at Durham are public property. If they are to return to the state and nation a fair return on the investment, they must be used to promote every enterprise that has for its purpose the advancement of our commonwealth and its people, and so the institution stands open for the encouragement of such purposes. I realize that all this is not as simple as it seems. There are difficulties which beset the way. I realize that many difficulties confront the State Board, that its superintendents and officers and local boards are wrestling with matters which sometimes seem almost insurmountable, but when it comes to problems of education I am an unqualified optimist.

"I believe that this old and distinguished democracy of ours is conscious of its traditions and the seriousness of the problems before it at the present time, and that it will come to the support of education in its characteristically generous manner, and so I believe that we here in New Hampshire have occasion to rejoice over things as they are today. And not the least of the hopeful signs is this fine gathering which is evidence that we are all interested in promoting this new scheme of public education, and that back of it there will be the best counsel and the highest purpose and the truest loyalty, not only among those who are officially responsible but also among all who are interested in making the New Hampshire boys and girls of the next generation capable of upholding the noble traditions of this grand old state."

HERBERT ASHLEY, of the School Board of Dorchester:

Twenty years ago, our Dorchester schools were in a bad way. We had eight weeks of school in a year, the buildings were in very bad shape, and everything was down at the heel. Then we began to try to improve our schools. We got in touch with the State Board of Education of that time and got what help we could there. They enacted a new law to have thirty weeks of school and we grabbed onto it. In order to make it work we had to get the people interested. You have to give a man an incentive to make him work hard, so we began to try to get the good will of the men of the community. We went at it on the principle that if one man buys an automobile, the other fellow wants one. If one man buys a new piano, his neighbor thinks he has to have a new piano.

"We said that our Dorchester boys ought to go to high school, but we were all poor people, and how were we going to get our children to a high school in another town? It was twelve miles from the depot to the school. It was up to me to set the thing going, so I had the honor of sending the first boy from Dorchester to a high school. He walked four and a half miles each way, night and morning, from his house to the train. After a while I managed to arrange to carry him to the depot with a team. Then the next fellow decided that he wanted to send his boy to high school, and so we broke the ice and started something.

"They say that we are going to make this new law effective by getting everybody interested, but all this effort and all this money will be wasted foolishly unless we can get inside of the children's heads and hearts and make better men, women, and citizens of them. In twenty years of work to improve the schools of Dorchester, I have watched the children grow up from the cradle, marry, and go away to new homes, and only two of them have been a discredit to the town and that was after they went out from us and fell into bad company.

"It's not very often that I have a chance to come down to Concord and say anything. I leave this one thought with you and then I am done. Unless you and I are willing to make some sacrifices and put our backs into the service of our home towns, not much will be accomplished. God knows and the people of the community know that school boards and school teachers are underpaid. We ought to help them, with our hearts in the whole problem from start to finish. Men and women, even though they are poor, can do a great deal for their children if they will and if the example is set them.

"We had one great man in my town. You could hear him holler all over the neighborhood. He had one boy who was not as bright as the others and he kept this boy out of school. I went to him and said, 'John, you put that boy in school and keep him there.' He refused, so I went and told him, 'John, I come to you for the last time. Now you keep that boy in school or else I'll send for the sheriff.' Well, you ought to have heard the blessing I got, but the boy went to school and that man respects Herbert Ashley more than he does any law on the books. Men will go to the devil themselves but they are unwilling to send their children there. If we can get to those men and even drive them to it, they will respect us. Don't be afraid of losing votes at the next town meeting. That doesn't count for much in a matter of right or wrong."

GEORGE D. McDUFFEE, of the Dover School Board:

"In a careful study of the educational bill about which so much has been said, I was impressed with the powers granted the State Board. That is all well enough. I find no fault with it, and I believe the outcome will be good, but I was glad to hear General Streeter say that the board had no intention of exerting all the authority given it by law. This is a wise policy, for if the men and women of the local school organizations become rubber stamps they will lose their interest in affairs and cease to serve on the school boards. It would be most unfortunate to impair or eliminate that interest, which is one of the most important factors in maintaining a good school system. I approve of the suggestion which resulted in this conference, that we come together and talk things over. It is the key to the conduct of all successful business.

"If I have a suggestion to make, it is that we have frequent meetings of this kind, at which the members of the school boards from all over New Hampshire can learn from the State Board of Education what it proposes to do, why, and how, and let us air our own opinions. We can determine whether the policies will fit in our own communities, and there will be more sympathy and cordial respect between us, as representatives of the school boards and the state organization at Concord. And we will be able in this manner to foster the interest of the best women and men in our cities and towns, and the whole educational machine will run more smoothly."

DR. R. H. JORDAN, Professor of Education at Dartmouth College:

"My past experience in meetings of this kind has been extensive. The speakers were educators, as a rule, and wanted you to listen to them. They were often the kind that knows it all and a good deal of that sort of thing reminds me of a story they tell in Hanover. There is a town character who is noted for his freedom of speech, which would not fit into the ordinary parlor. One of the pastors remonstrated with him, saying, 'Now, look here, you know you are setting a terrible example to these young people of Hanover and I am going to ask you to put a watch on your conversation and stop this fearful profanity.' The cheerful reprobate replied, 'Lord, I don't mean nothing by my swearin'. Why, you know, parson, I don't mean no more by my swearin' than you mean by your preachin'."

"Some of us educators have to talk but talk does not always count. The manufacturers, bankers, lawyers, and merchants who comprise the boards of education make up the great business corporation of the state which turns out the finished product. As I read over this school law of New Hampshire, I naturally regarded it from the point of view of the student of education. To me the law indicated several high places in the history of American education. Here was a board which did have power which was to be exercised in the right direction, because this board is not an ordinary one, for its procedure is based on business principles and it plans for continuous development. The policies

can be modified but at the same time they are continuous policies, not subject to change with each change in the office of commissioner of education.

"On the other hand, the law provides for a commissioner who is not simply a political creature of the governor or elected on some political platform, but a man who is chosen as an expert in his line, whose work consists in developing the product of the factory, in increasing the efficiency of the corporation. To an outsider a most important feature is a strong governing body which can say, 'Look here, you have had local difficulty in carrying out your policies. Your school board has had to yield to local political influences because there was no one to stand back of you. This State Board stands behind every school board and district and tells you that it is with you and here to see that you carry out your plans and fulfil your desires for better teachers, better buildings, and more useful and inspiring education.'

"We speak of the soulless corporation, a thing that deals with facts and figures and nothing else. But this educational corporation has a soul, which embraces the welfare of all these coming citizens and is not too big to look after the little girl who is living in the Crawford Notch and has to be transported a dozen miles to school.

"I have discovered that Dartmouth College is in a position to help along the line of developing teachers and administrators. I have been so in the habit of working in institutions where there was an agricultural college and a teacher's college side by side in a state university that it seems the most natural thing in the world to say that the program outlined by President Hetzel of the New Hampshire State College is one that we all ought to endorse and stand by.

"Dartmouth is keenly interested in turning out some young men who will take part in the administration of your public schools, for in so doing we are supplementing the work carried on by the State College. I want to say to these young men that we desire to have them learn the things which will help them to build up New Hampshire industrially, we hope that a certain number of them will devote their time and energies to building up the young manhood and womanhood of the state, so that we shall not fall behind in the struggle to attain the goal that is worth more than anything else,—the future welfare and usefulness of our boys and girls."

WILLIAM H. BUKER, Superintendent of Schools of Meredith:

"Never, it seems to me, in the history of this state, has such a group of men and women gathered together to solve such common and important problems as we are discussing today, all leading to that familiar phrase, making this country safe for democracy, or, in other words, making New Hampshire a better and happier state to live in.' With such an atmosphere and spirit as exist here this afternoon, I am sure that the people of the state will feel the effects of this great educational law which became operative on September first. In my own district I can see that the citizens already realize that the school boards are endeavoring to give their boys and girls better training than they received last year.

"One man stepped into my office two weeks ago and said, 'How much more money will it cost to get a teacher with a normal school training in our district next year? Money is no object. We want a trained teacher, the best there is.' That is the kind of spirit which is displayed in many sections of the state, I am sure. I look forward to the day when we shall have more normal schools in New Hampshire and I hope our State Board will give considerable publicity to this question. We superintendents are anxious to nominate better teachers to the school boards than we are able to find at present, and we want to see them receive better salaries."

JAMES H. FASSETT, Superintendent of Schools of Nashua:

"Last year I listened to a series of lectures by a professor of Chicago University on the subject of the school curriculum. He touched upon the rela-

tion between the superintendent and the local school boards. He said to us, I remember, 'Gentlemen, don't forget that you are leaders, but you are leaders not for your people but of your people.' There is a distinction there. You are not above them. You are a part of them, and the more thoroughly you can achieve this, the more useful you will be to your community. Possibly there are influential citizens who are so wide awake that they will wish to push the school board along a little too fast, to urge it to do things for which the community is not prepared. On the other hand, the school board may be more progressive than the people and you must hold back for the time until opinion catches up with you. Coax it along, and gradually bring them up here and there as it is possible to do so. Do not lose the confidence of the school board and the men with whom you are associated. It seems to me that the new organization of our public educational activities in New Hampshire is going to carry out the doctrine of coöperation and joint effort for the general welfare which we know ought to be applied in our common schools."

GEORGE W. HASLET, of the School Board of Hillsboro:

"I did not come here to talk shop but I have thought sometimes that I had an idea of how to manufacture cloth, so I want to use as an illustration the corporation that is making the cloth you have to wear. And I also wish to consider the whole subject from a business standpoint, just as General Streeter did.

"Now your stockholders get together and furnish the money. They elect a board of directors to conduct the business. They go home and do not bother about it until the next meeting or the next dividend. The directors select an expert as a manager to run the mill. They are not technical men themselves but are picked out as the representatives of those other stockholders. Now if they go about it in the right way, they will say to the manager, 'We do not know much about making cloth. We simply furnish the money and you are to spend it to the best advantage. If you undertake to manage this mill, we want you to turn out a grade of cloth that will sell for more than it costs and will also make a reputation for this mill.'

"It is up to this manager to prove his case. If he makes good, that is all there is to it. If he does not, there is nobody to blame but himself. He cannot plead that he would have been more successful if he had been given different machinery or another kind of stock. The responsibility is where it properly belongs.

"We try to apply that same method in the schools of our town. The school board is a business proposition. It decides how much money shall be used and collects it from the town. It selects a man who is supposed to be a professional expert to manage the schools, and that is all. The State Board may not agree with me, but that is how we look at it. Having found a competent manager, the local board should keep its hands off. Let him make good. If he cannot, find another man. The superintendent should be the sole authority inside the school. So long as he is responsible for the output of the school, back him up and let him alone. The law says that the school board should provide books and supplies, and I believe that the members should attend to all purchasing, but they should always advise with the superintendent and buy only with his consent. All this is a matter for discussion at such a meeting as this."

Conference adjourned at 3.45 p. m.

New Hampshire

STATE BOARD OF EDUCATION

STATE HOUSE, CONCORD

PAROCHIAL SCHOOLS IN NEW HAMPSHIRE

Agreements Relating to the Use of English in the Teaching and Administration of Parochial Schools.

Correspondence of the Rt. Rev. George Albert Guertin, D. D., Roman Catholic Bishop of Manchester.

Agreed Resolutions Relating to Approval of Parochial Schools by the State Board of Education, adopted October 15, 1919.

NEW HAMPSHIRE COMMITTEE ON AMERICANIZATION

STATE HOUSE,

Concord, N. H., July 26, 1918.

RIGHT REV. GEORGE ALBERT GUERTIN, D. D.,
Bishop of Manchester, Manchester, N. H.

MY DEAR BISHOP GUERTIN: We inclose for your use an advance and confidential copy of the program of this committee to be generally distributed about August 20.

The appointment and authority of this committee as a subcommittee of our New Hampshire committee on public safety, upon the initiative of the Federal Government through the United States Bureau of Education, what the term "Americanization" means, the work of the committee and the methods by which it hopes to accomplish results, are also set forth in the program.

It is sent to you as the head, in this State, of a great historic church whose followers number about one-quarter of our entire people and whose wholesome influence over its communicants is deservedly great and useful. You are also the head of a system of parochial schools which are said to number nearly 20,000 pupils, or almost one-quarter of the total number of children of school age in the State. It is also sent to you as an American citizen whose earnest desire must be to promote the highest and best type of citizenship in our common country.

Among other things you will agree that it is vitally essential for such citizenship and for the well-being and perhaps the preservation of our form of government that every man, woman, and child in New Hampshire shall be able to speak, read, write, and understand our national language.

We urgently need the powerful influence and the sympathetic and earnest coöperation of yourself as a stalwart American citizen

as well as bishop of the Catholic diocese of New Hampshire, and of all the members of your church in this State.

Speaking for your people in New Hampshire, will you not exert that influence and give us that kind of coöperation?

An early affirmative reply will greatly aid us. We await that reply with confidence that this great public work merits and will receive your cordial approbation.

The committee has asked Mr. Wilfrid J. Lessard, of Manchester, to submit the foregoing to you and receive your personal reply for the committee. Believe me,

Very sincerely yours,

FRANK S. STREETER,
Chairman for Committee.

NEW HAMPSHIRE COMMITTEE ON AMERICANIZATION

STATE HOUSE,

Concord, N. H., July 26, 1918.

RIGHT REV. GEORGE ALBERT GUERTIN, D. D.,
Bishop of Manchester, N. H.

MY DEAR BISHOP GUERTIN: On page 2 of this committee's program to be distributed about August 20—an advance and confidential copy being inclosed herewith—you will find copy of the four fundamental principles adopted at the Washington meeting called by Secretary Lane and held on April 3 last. Among these you will note the following:

4. That in all schools where elementary subjects are taught they should be taught in the English language only.

This action initiated by our Federal Government to be made applicable in all the States, is in conformity with our New Hampshire statutes that the common English branches shall be taught in English only.

In the application of that principle to the conduct of the elementary schools in New Hampshire, including all parochial schools, the following statement is suggested as one that may be properly approved and carried out by all having charge or control of such schools, namely:

1. That in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

2. The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

3. A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the New Hampshire depart-

ment of public instruction in the common English branches—that is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing—be not abridged but be taught in compliance with the law of the State.

We would be glad to have you, as the head of our parochial schools in New Hampshire, examine this general statement as it is made relative to the instruction and general administration in such schools and give this committee your approval of its general adoption for all the New Hampshire schools.

The foregoing statement has been prepared after several conferences with prominent Catholic laymen interested in the parochial schools, and with Mr. Butterfield, the State Superintendent of Public Instruction, and has the indorsement of the State Superintendent, of these laymen, and of this committee, and we hope you will find it so drawn that you will be able to give it your cordial approval. Believe me,

Very sincerely yours,
FRANK S. STREETER,
Chairman.

BISHOP'S HOUSE, 145 LOWELL STREET,
Manchester, N. H., July 31, 1918.

HON. FRANK S. STREETER,
Concord, N. H.

HONORABLE AND DEAR SIR: The Right Reverend Bishop directs me to write that Wilfrid J. Lessard, Esq., of Manchester, has delivered to him two letters from you in regard to plans for Americanization.

The Right Reverend Bishop, who has been absent on account of episcopal visitation, wishes me to say that he heartily indorses the contents of your letter and that his personal letter expressing his approbation will be sent to you in a few days through Wilfrid J. Lessard, Esq. I beg to remain, honorable and dear sir,

Yours sincerely,
J. S. BUCKLEY, D. C. L.,
Chancellor.

BISHOP'S HOUSE, 145 LOWELL STREET,
Manchester, N. H., August 2, 1918.

HON. FRANK S. STREETER,
*Chairman New Hampshire Committee on Americanization,
State House, Concord, N. H.*

HONORABLE AND DEAR MR. STREETER: I am in receipt, at the hands of Wilfrid J. Lessard, Esq., of Manchester, of your communications dated July 26, 1918, with inclosures.

In reply to your communications I would state that the Bishop

of Manchester may be relied upon always to give his cordial approval and his staunch support to any movement that may help to make men practical Christians and loyal citizens. Any action that may assist parents to bring up their children in the fear and love of God and in respect for and obedience to all lawfully constituted authority must have the encouragement and influence of every Catholic Bishop.

As true education should procure for man the means of developing his whole being in the attainment of the end for which he was destined by the Creator and as man is a composite being, in whom the body is the handmaid of the soul, so education, while not neglecting the means requisite for a man's physical and mental well-being, must provide means for his moral training. Such education has for its basic principle the words of our Divine Master: "Render to Cæsar the things that are Cæsar's; and to God the things that are God's." And obedience to this fundamental principle begets not only true love and sincere service of God, but also loyal citizenship and self-sacrificing patriotism. For in the light of this principle the very acquittal of our obligations toward the State and the Nation is truly the fulfillment of a duty toward Almighty God Himself.

Therefore, as the Bishop of Manchester, with the responsibility for the souls of the citizens of our great State committed to my care, with the obligation, as a citizen, of serving God by seeking the welfare of our State and our Nation, I most cordially approve of and willingly lend my coöperation to any movement in accordance with the fundamental principle of education, "Render to Cæsar the things that are Cæsar's; and to God, the things that are God's."

I have read carefully, dear Mr. Chairman, the three articles namely:

1. That in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

2. The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

3. A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the New Hampshire department of public instruction in the common English branches—that is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing—be not abridged but be taught in compliance with the law of the State.

By which the fourth general principle on Americanization, namely—

4. That in all schools where elementary subjects are taught they should be taught in the English language only—

is explained and interpreted by the New Hampshire Committee on Americanization, and to that explanation and interpretation of the fourth principle on Americanization by the New Hampshire committee, I give my cordial approval for adoption in all New Hampshire schools. I am, honorable and dear Mr. Streeter,

Yours sincerely,
 GEORGE ALBERT GUERTIN,
Bishop of Manchester.

STATE HOUSE,
Concord, N. H., August 14, 1918.

RIGHT REV. GEORGE ALBERT GUERTIN, D. D.,
Bishop of Manchester, Manchester, N. H.

MY DEAR BISHOP GUERTIN: I have yours of the 2d instant, assuring this committee of your earnest and sympathetic aid in carrying on its work; also expressing your cordial approval of the principle adopted at Washington (4. That in all schools where elementary subjects are taught, they should be taught in the English language only) as the same is explained and interpreted in the three articles submitted in ours of the 26th ultimo.

In behalf of the committee, let me express our gratification at your assurance of a sympathetic support for our general work; also that a mutual understanding so harmonious and satisfactory to all concerned has been reached with reference to the question of teaching English in all our schools.

Very truly yours,
 FRANK S. STREETER,
Chairman.

APPOINTMENT OF DIOCESAN SUPERINTENDENT OF PAROCHIAL SCHOOLS.

On October 13, 1918, Right Rev. Bishop Guertin informed the chairman of the Committee on Americanization that he had appointed Rev. P. J. Scott,* rector of St. Michael's Church, Exeter, N. H., to the office of Superintendent of the Parochial Schools of the Diocese of Manchester, closing his letter with the following statement:

I feel satisfied that, with a thorough understanding and a sympathetic willingness to work together in harmony, there exists no reason why the public and parochial schools of New Hampshire can not place our beloved State in the foremost rank in matters educational and patriotic.

*Fr. P. J. Scott having resigned on account of ill health Bishop Guertin, on the 19th day of November, 1919, appointed to succeed him in that office Wilfrid J. Lessard, Esq., a member of the State Board of Education.

BISHOP GUERTIN'S EPISCOPAL LETTER TO THE CLERGY OF HIS DIOCESE HAVING CHARGE OF PAROCHIAL SCHOOLS

BISHOP'S HOUSE,

Manchester, N. H., November 15, 1918.

REVEREND AND DEAR FATHER: The advent of peace and the complete vindication of the fundamental principles for whose defense our beloved country entered the world war are subjects for the expression of our fervent gratitude to the God of all justice to whom nations, not less than individuals, must render an account. Toward the attainment of this glorious achievement the faithful of our diocese have contributed an honorable share, a record of loyalty and generosity in which their zealous pastors may take a legitimate pride.

We are convinced that in all measures designed to perpetuate the blessings thus secured to our country, the same spirit of loyal coöperation will be ever manifest. To one of these measures we wish to direct your particular and prompt attention. The movement of Americanization having for its object "to unite in a common citizenship under one flag all the peoples of America" is a movement to which every one who makes his home within the borders of the United States must subscribe. From the State House you have received a copy of the program of the New Hampshire Committee on Americanization, and for that document we bespeak your earnest and prayerful study. To bring about the desired union, the ability of all who dwell permanently within our State to speak a common language—English—is a necessary first step. To this end we would urge all pastors to encourage attendance at evening school by all parishioners who may be wanting in knowledge of the English tongue.

The position of our parochial schools in this matter is clearly set forth in the correspondence between the Bishop of Manchester and the New Hampshire Committee on Americanization, through its chairman, Hon. Frank S. Streeter. Therein you will find the fourth fundamental principle of Americanization adopted at a meeting of the governors and chairmen of committees on public safety, called by Secretary Lane and held in Washington on April 3, 1918, namely, "that in all schools where elementary subjects are taught they should be taught in the English language only," clearly explained and interpreted by the New Hampshire Committee on Americanization and the State Superintendent of Public Instruction, approved by the Bishop as explained and interpreted and mutually agreed upon as a working basis for the application of said principle in all New Hampshire schools. This interpretation is as follows*:

"1. That in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

"2. The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

"3. A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the New Hampshire department of public instruction in the common English branches—that is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing—be not abridged but be taught in compliance with the laws of the State."

These three articles as approved by us admit of no evasion or equivocation. They are intended to serve as the foundation of a working program for our schools and their incorporation into that program demands the surrender of

* This "interpretation" (paragraphs 1, 2 and 3), by agreement of all concerned, was incorporated verbatim by the Legislature of 1919 into the new School Law approved March 28, 1919. (See Laws 1919, Section 13.)

nothing that is vital to the well-being and progress of any Catholic school. Due provision is made for religious instruction and for the teaching of any language that may be desired in addition to the course of studies (or its equivalent) outlined by the New Hampshire department of public instruction.

This program must be carried out in all the schools of our diocese, and we charge the conscience of pastors and all others having the care of schools to take whatever steps may be necessary to put it into execution as promptly as conditions will permit. A full measure of good will on your part and reasonable time will solve all problems of detail which may arise. In all such problems both pastors and teachers may look to the Rev. P. J. Scott, Diocesan Superintendent of Schools, for sympathetic aid and direction. To him we have delegated full authority for the supervision of all schools within our diocese. He is hereby directed and empowered to make an immediate and complete survey of the school situation and, after full consultation with the reverend pastors and heads of schools, to formulate a universal course of studies to be followed by all primary schools under our jurisdiction. The important work thus confided to him Father Scott takes up in obedience to authority and with the sole desire to promote the welfare of Church and State. To the end that such service may produce the beneficial results to which we all look forward, the Diocesan Superintendent of Schools must be given by all with whom he is to labor the attention and coöperation consonant with the responsibilities of his office.

Your humble servant in Christ,

GEORGE ALBERT GUERTIN,
Bishop of Manchester.

JEREMIAH S. BUCKLEY, D. C. L.,
Chancellor.

APPROVAL OF PAROCHIAL SCHOOLS

New Hampshire

STATE BOARD OF EDUCATION

CONCORD

Resolutions in the Matter of Approval of Private Schools Under Laws of 1919, Ch. 106, Sect. 26

At a meeting of the State Board of Education held at Concord October 15, 1919, the following resolutions were unanimously adopted:

WHEREAS, under existing laws the legal duty of the Board will not be performed unless all children of school age in the State have an opportunity to obtain a sound common school education and avail themselves of such opportunity:

Resolved, That the approval of the Board shall not be given to any private school which does not comply with the following requirements:

LEGAL REQUIREMENTS FOR APPROVED PRIVATE SCHOOLS

An approved private school must—

1. Provide instruction and other educational opportunities as nearly equal as may be reasonably possible to those given in the public schools in the same city or town;
2. Be maintained for thirty-six weeks in each year, at least five hours a day, and five days in the week, in a sanitary building;
3. Be equipped with reasonably suitable furniture, books, maps and other necessary appliances;

4. Make the reports required of public schools of the same grade on forms provided by the Board;
5. Teach substantially the same subjects as those prescribed by the Board for the public schools of similar grade;
6. Use the English language as the basic language of instruction and administration as prescribed by Laws of 1919, Ch. 106, Sect. 13;
7. Be carried on in such a manner as to effectively prepare the pupils for the exercise of the rights and the discharge of the duties of American citizenship, and from the teaching of the prescribed studies produce educational results substantially equivalent to those produced by the teaching of the same studies in the public schools.

Resolved, further, That it is the legal duty of the Board to revoke its approval of any private school if and whenever it fails to comply with the foregoing requirements.

STATE BOARD OF EDUCATION.

GOV. JOHN H. BARTLETT, *Ex-officio*,
 FRANK S. STREETER, *Chairman*,
 THOMAS W. FRY,
 JOHN C. HUTCHINS,
 RALPH D. PAINE,
 WILFRID J. LESSARD.

ERNEST W. BUTTERFIELD,
Commissioner of Education.

STATE OF NEW HAMPSHIRE

IN THE YEAR OF OUR LORD ONE THOUSAND NINE HUNDRED AND
NINETEEN.

AN ACT

In Amendment of the Laws Relating to the Public Schools
and Establishing a State Board of Education.

*Be it enacted by the Senate and House of Representatives in General
Court convened:*

SECTION 1. A board to be designated as the State Board of Education, consisting of five members, in addition to the governor as member *ex-officio*, is hereby created. The members, not more than three of whom shall belong to the same political party, shall not be technical educators nor professionally engaged in school work, but public spirited and interested citizens willing to serve the state without pay and to give the time necessary for an understanding of the educational needs of the state, and of the best way to supply them.

SECT. 2. The board shall be appointed by the governor and council on or before May 1, 1919. The members of the board first appointed shall hold office until the 31st day of January, 1920, 1921, 1922, 1923 and 1924, respectively. The governor and council shall annually on or before the 31st day of January appoint one member of said board whose term of office shall be five years, and at the same time the governor shall name one member of the board as its chairman, who shall serve for one year and until his successor is appointed.

SECT. 3. The governor and council may, after notice and hearing, remove a member of said board for incompetency, failure to discharge his duties, malfeasance, immorality or other cause inimical to the welfare of the public schools, and in case of such removal or of a vacancy arising from any other cause they shall appoint a competent person to fill the unexpired term.

SECT. 4. The office of said board shall be in the state house

or as otherwise provided by the state. Said board shall annually hold at least six regular meetings, and shall hold such special meetings as required for the performance of its duties. The times and places for regular meetings shall be fixed by the board, and the chairman shall call a special meeting upon the written request of any two members, or may call such meeting on his own motion.

SECT. 5. (1) The state board shall have the same powers of management, supervision and direction over all public schools in this state as the directors of the ordinary business corporation have over the business of the corporation, except as its powers and duties may be limited by law. It may make all rules and regulations necessary for the management of its own business and for the conduct of its officers, employees and agents, and further may make such rules and regulations as may seem desirable to secure the efficient administration of the public schools and the administration of the work of Americanization in teaching English to non-English-speaking adults and in furnishing instruction in the privileges, duties and responsibilities of citizenship, which is hereby declared to be an essential part of public school education; and it shall be the duty of school boards and employees of school districts to comply with the rules and regulations of the state board.

(2) The state board may also make the regulations necessary to enable the state to comply with the provisions of any law of the United States intended to promote vocational or other education, to abolish illiteracy and Americanize immigrants, to equalize educational opportunities, to promote physical health and recreation, and to provide an adequate supply of qualified teachers. The state treasurer is hereby designated as custodian of any money that may be allotted to the state by the federal government for general educational purposes, and the state board is authorized to coöperate with the United States in educational work.

(3) The state board shall prescribe the qualifications and duties of the deputy commissioners provided by section 7 of this act, of all superintendents and assistant superintendents and teachers employed in the public schools, the subjects required to be taught and the minimum educational standards for all grades of the public schools; also prescribe the qualifications and duties

of its employees, fix the salaries and terms of employment of the deputy commissioners and of its other employees.

SECT. 6. The state board shall employ a skilled executive officer who shall have had training and experience in educational work. Such person shall be the chief executive officer of said board and shall be its secretary, and shall be called the commissioner of education. Said commissioner shall be appointed for an indefinite term and shall be subject to removal upon the majority vote of the entire board, and said board shall fix his salary and prescribe his duties except as the same may be prescribed by law. Said commissioner need not be a resident of the state at the time of his appointment.

SECT. 7. The state board, upon nomination of the commissioner, shall appoint four deputy commissioners of education. One shall possess the qualifications necessary to enable him or her to assist school boards and superintendents in the introduction and development of courses in agriculture, domestic and mechanic arts and other vocational branches, and one shall possess the qualifications necessary to enable him or her to assist school boards and superintendents in abolishing illiteracy and in the promotion of Americanization of immigrants.

SECT. 8. The state board shall exercise the powers and perform the duties now exercised and performed by the superintendent of public instruction, the trustees of the state normal schools, the state board for vocational education, and shall take over the business of the above named officers and boards. In order that there may be no interruption in the work of these departments, the officers and employees of the department of public instruction, of the trustees of the state normal schools and of the state board for vocational education shall be the officers and employees of the state board until otherwise ordered.

SECT. 9. The state board, through the commissioner of education acting as the executive officer of the board shall, in addition to the duties now performed by the above named boards and departments

(1) Combine the several school districts in the state into supervisory unions consisting of one or more school districts. In forming such unions it shall continue the unions formed under the provisions of Laws of 1899, chapter 77, when that is the reason-

able thing to do, and shall dissolve supervisory unions and form new unions when it finds that such action will promote the best interests of the schools.

(2) Supervise the expenditure of all moneys appropriated under this act or otherwise, and inspect all institutions in which or by which such moneys are used.

(3) Prepare a budget for such expenditures, give to the public information as to the educational conditions in different parts of the state and the opportunities open to pupils in the public schools and all such further information in respect to educational matters as it thinks will promote the cause of education. For this purpose it may employ lecturers and publish and distribute books and pamphlets on education and educational subjects.

(4) Establish standard elementary schools in unorganized parts of the state, or furnish tuition and board or tuition and transportation at the expense of the state at some suitable school for all children residing in such places, and shall pay the tuition of any child who resides in such place and attends an approved high school.

(5) Certify to the state treasurer, as soon as may be after September first in each year, the number of pupils enrolled in the public schools for the year ending August 31, certification to be made according to the respective school districts in which they reside.

(6) Make a report to the legislature and file it with the secretary of state on or before December 1, 1920, and every second year thereafter, showing in detail the conditions and progress of all educational work, the expenditure of all moneys given or appropriated for the purpose of the public schools during the preceding two years, and recommend such changes in existing laws as it thinks will promote the cause of education.

(7) Upon consultation with the local school boards in each of said supervisory unions and upon the nomination by said school boards of a suitable and competent person, the state board shall employ such person as superintendent. The state board may employ by the same method one or more assistant superintendents when that is reasonably necessary, and may remove a superintendent or assistant superintendent when the interests of the schools require it.

(8) The state board shall fix the salary or salaries of the superintendent and assistant superintendents for the supervisory unions, but any union may add such sum as it sees fit to the salary of the superintendent or assistant superintendent as fixed by the state board, and in that event the treasurer of the union shall pay one half of such excess salary or salaries into the state treasury, the proportion for each district to be as determined by the supervisory board for each union. Upon the sworn statement of the commissioner of education the salaries of all superintendents and assistant superintendents as thus fixed and determined shall be paid by the state treasurer monthly upon the warrant of the governor and council.

(9) Employ as many supervisors, inspectors, stenographers, accountants, clerks and agents as may be necessary to enable it to perform the duties imposed on it by law.

(10) Hold conferences from time to time with superintendents and teachers, or their representatives, for the purpose of inspiring mutual coöperation in the carrying on of their work and of unifying educational aims and practices.

(11) Prepare, publish and distribute such school programs, outlines of work and courses of study as will best promote the educational interests of the state.

(12) May employ a competent person or persons to examine and care for the health of pupils, but this section shall not in any way contravene section 8, chapter 83 of the Laws of 1913, relative to the right of any parent or guardian to protest in writing against the examination of his or her child or ward for or on account of any non-contagious disease or defect.

SECT. 10. Each school district in the state shall pay to the state treasurer on or before December 1 in each year, as its share of the expense incident to state-wide supervision of the public schools, a sum equal to two dollars for each child residing in the district who was enrolled in the public schools in the last preceding school year, and the selectmen shall annually assess upon the value of the ratable estate of the district a sum sufficient for this purpose.

SECT. 11. The school boards of the several districts forming a supervisory union shall organize under the provisions of the Laws of 1899, chapter 77, section 2, for the purpose of nominat-

ing a superintendent or assistant superintendent and to determine if they will increase the salary of the superintendent or assistant superintendent as fixed by the state board, and to pro-rate said increase among the several school districts.

SECT. 12. Superintendents shall nominate and school boards elect all teachers employed in the schools in their union. Superintendents shall direct and supervise the work of these teachers and for cause may remove a teacher or other employee of the district, subject, however, to the right of the person removed to appeal to the commissioner of education. If such appeal is made, the teacher or other employee shall remain in service until order has been issued by the commissioner of education, unless dismissed by the school board in accordance with Public Statutes, chapter 92, section 3, as amended by chapter 59, Laws of 1905. The commissioner shall prescribe the manner in which appeals shall be made, and when one is made investigate the matter in any way he sees fit and make such order as justice requires. It shall be the duty of superintendents to attend all conferences called by the state board. It shall also be the duty of each superintendent to report to the proper officers any violation of the provisions of the laws of this state in reference to (a) the public schools, (b) school buildings, (c) the employment of persons under twenty-one years of age who cannot read and speak the English language understandingly, (d) the protection of children, and violations of the rules and regulations prescribed by the state board for the efficient administration of the public schools.

SECT. 13. (1) In the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

(2) The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

(3) A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the State Board of Education in the common English branches, that

is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, be not abridged but be taught in compliance with the law of the state.

SECT. 14. Every person between sixteen and twenty-one years of age who cannot read and speak English understandingly shall, unless excused by the commissioner of education, or by such person as he may designate, attend an evening or special day school, if one is maintained by the district in which he or she either resides or is employed, until he or she has completed the minimum course of studies prescribed by the state board.

SECT. 15. Any school district may maintain an evening school as a part of its public school system, and every district in which reside or are employed fifteen or more persons between the ages of sixteen and twenty-one years who cannot read and speak the English language understandingly shall maintain an evening or special day school for the purpose of carrying into effect the provisions of this act for such time in each year and under such conditions and with such exceptions as the state board may prescribe.

SECT. 16. Every school district in which reside or are employed twenty or more persons above the age of twenty-one years, who cannot read and speak the English language understandingly shall maintain schools for the instruction of such non-English-speaking persons for such time in each year and under such conditions and with such exceptions as the state board may prescribe.

SECT. 17. No person or corporation shall, after October 1, 1919, employ a person between sixteen and twenty-one years of age who resides or is employed in a district maintaining an evening or special day school, as prescribed in section 14, who cannot read and speak English understandingly, unless he or it procures and keeps on file in a place readily accessible to all authorized inspectors a certificate of the superintendent of schools for the district in which he or she is employed, showing that he or she is enrolled in such evening or special day schools and that his or her conduct and attendance are satisfactory; or a certificate that he or she has been excused from attending such a school for a reason satisfactory to the commissioner of education, or to such person as he may designate.

SECT. 18. It shall be the duty of superintendents to issue

such certificates and revoke them for cause in the proper cases, and they shall keep such record as prescribed by section 14, chapter 162, Laws of 1911, and make such reports of their doings under the preceding section as the commissioner of education may prescribe.

SECT. 19. Such a certificate shall protect an employer from the date it is issued until the end of the current school year unless sooner revoked by the superintendent, and anyone who employs a person between sixteen and twenty-one years who cannot read and speak English understandingly, without the proper certificate, shall be guilty of a misdemeanor and fined not more than fifty dollars. It shall be the duty of truant officers, inspectors appointed by the state board, police officers, constables, sheriffs, and city and county solicitors to enforce the provisions of this act.

SECT. 20. (1) Amend Public Statutes, chapter 92, section 1, so that it will read:

"SECTION 1. The school board of every district shall provide standard elementary schools for at least thirty-six weeks in each year at such places in the district as will best serve the interests of education and give to all the pupils within the district as nearly equal advantages as are practicable.

"(2) If the school board of any district shall decide that by reason of special conditions or circumstances, the maintenance of standard elementary schools for thirty-six weeks in said district seems unreasonable, or that less than a minimum tax will raise sufficient money to comply with the provisions of this act, said school board may so represent in writing to the state board. If, upon hearing and full consideration of such representations, the state board shall be of the opinion that maintenance of standard elementary schools in such district for thirty-six weeks is unreasonable, or that less than a minimum tax will raise sufficient money to comply with the provisions of this act, it may reduce the time of maintaining such standard elementary schools in said district below thirty-six weeks, or may fix the tax rate for raising school money for any current year in such district below the minimum required by this act.

"If any other provisions in the laws which relate to education shall be found by the state board to impose upon any district

obligations which by reason of unusual circumstances or of exceptional conditions in the organization of that district result in an unnecessary expenditure of school money, or in a procedure which is inimical to the best interests of education in that district, the state board, upon like representations, hearing and consideration, shall have power to suspend or modify such obligations so far and for such time as in its judgment such suspension or modification may be reasonable.

"All such decisions of the state board shall be made in writing, recorded by it and a copy sent for record to the clerk of the town or school district affected thereby.

"(3) The district shall furnish transportation to all pupils below the ninth grade who live more than two miles from the school to which they are assigned, or it may with the consent of the pupil's parents provide board for them in some suitable home near the school. Pupils who are to be transported may be required to walk any reasonable part, not exceeding one mile, of the distance from their homes to the school. The school board may furnish transportation to pupils in grades above the eighth or to any pupils residing less than two miles from the school to which they are assigned when it finds that this is desirable, and shall furnish it when directed by the commissioner of education."

SECT. 21. Amend Public Statutes, chapter 88, section 1, so that it will read:

"SECTION 1. The selectmen in each town shall assess an annual tax of three dollars and fifty cents on each thousand dollars of the value of the ratable estate taxable therein for the support of the public schools."

Further amend said chapter, section 2, as amended by Laws of 1909, chapter 52, and by Laws of 1915, chapter 68, so that it will read as follows:

"SECT. 2. The school board of each district in its annual report shall state in detail the additional sums of money, if any, which will be required during the ensuing fiscal year for the support of the public schools, for the purchase of textbooks, scholars' supplies, flags and appurtenances, and for the payment of the tuition of the pupils in the district in high schools and academies in accordance with chapter 96 of the Laws of 1901, and for the payment of all other statutory obligations of the district. The

selectmen of the town, in their next annual assessment, shall assess upon the taxable property of the district a sum sufficient to meet the obligations above enumerated, with such alterations thereof as may be voted by the district, and when collected shall pay the same over to the district treasurer."

SECT. 22. In any district in which the money produced by a tax of five dollars on a thousand dollars of the value of the ratable estates in the district is insufficient to maintain the required elementary and special schools, and to purchase the required textbooks, scholars' supplies, flags and appurtenances, the state board shall provide the balance of the money necessary from the money appropriated for that purpose by the provisions of this act. In districts so aided the state board, acting through the local school boards shall administer all money available for the maintenance of the public schools and shall account for the money raised by the districts as well as that furnished by the state.

SECT. 23. The state treasurer shall annually assess a tax of three dollars and fifty cents on the thousand dollars of the value of the ratable estates taxable in the unorganized parts of the state for the benefit of the public schools, as the value was determined by the tax commissioners for the purpose of making the last apportionment of the state tax, and the tax shall be collected in the same way as the state tax.

SECT. 24. A standard school as that term is used in this act is one (1) maintained for at least thirty-six weeks in each year, (2) in a suitable and sanitary building, (3) equipped with approved furniture, books, maps and other necessary appliances, (4) taught by an approved teacher, (5) directed and supervised by an approved superintendent, (6) with suitable provision for the care of the health and physical welfare of all pupils.

SECT. 25. An elementary school as that term is used in the laws of this state is any school in which the subjects taught are those prescribed by the state board for the first eight grades of the public schools. In addition to the kindergarten, if given, it shall present a program of eight years, and the upper grades may be organized as a junior high school and approved as prescribed in Laws of 1901, chapter 96, section 4, as amended by chapters 31 and 118, Laws of 1903, and Laws of 1905, chapter 19.

SECT. 26. In the administration of the attendance and child

labor laws of the state, attendance at a private school approved by the state board shall be regarded as attendance at the public schools.

SECT. 27. Any person aggrieved by an order or finding of the commissioner of education may appeal therefrom to the state board which shall investigate the matter in any way it sees fit and its order or finding shall be final.

SECT. 28. The expenses of the members of the state board incurred in performing their duties shall be audited by the governor and council and paid by the state treasurer out of money appropriated for the purposes of this act.

SECT. 29. The Literary Fund created by Public Statutes, chapter 88, section 9, shall be used for the purposes of this act.

SECT. 30. The sum of \$162,100 for the year ending August 31, 1920, and \$150,700 for the year ending August 31, 1921, in addition to the Literary Fund and the fund created by sections 10 and 23 and any money paid into the State Treasury under section 9 of this act to be paid out of the treasury of the state, is appropriated for the said years and to be used for the following purposes:

(1) For the abolition of illiteracy and for the instruction of illiterates over sixteen years of age in common school branches and in the privileges, duties and responsibilities of citizenship.

(2) For the Americanization of immigrants, for the teaching of those sixteen years of age and over to speak and read English and to appreciate and respect the civic and social institutions of the United States, and for instruction in the duties of citizenship.

(3) For equalizing educational opportunity and improving the public schools below college grade, with the definite aim of extending school terms, stimulating local interest and improving, through better instruction, graduation and supervision, all rural schools and schools in sparsely settled localities.

(4) For promotion of the physical health and recreation of pupils, and for their medical and dental examination.

(5) For the determination of mental and physical defects, for the employment of school nurses and the instruction of pupils in the principles of health and sanitation.

(6) For preparing teachers for the schools, particularly for rural schools, for encouraging a more nearly universal preparation

of prospective teachers, and for extending the facilities for the improvement of teachers already in the service.

(7) For the expense of administration of the department of education.

(8) For making available the funds provided by federal law for vocational or other education.

(9) For the payment of tuition in high schools as provided in Laws of 1901, chapter 96, section 3, as amended by Laws of 1905, chapter 89, and by Laws of 1909, chapter 100, section 1.

(10) For the aid of dependent mothers as provided in Laws of 1915, chapter 132.

SECT. 31. Any part of the appropriation for the year ending August 31, 1920, which may be unexpended during that year, shall be available for use during the following year for the purpose of this act.

SECT. 32. The provisions of sections 13 to 18, inclusive, of this act shall not apply to persons employed in cutting, harvesting or driving pulpwood and timber, nor to persons temporarily employed in any sort of construction or agricultural work.

SECT. 33. The sum of \$273,400 and \$284,800 appropriated for the years ending August 31, 1920, and August 31, 1921, for school purposes by acts of this session, are hereby appropriated and made available for the purposes of this act for said year.

SECT. 34. This act shall take effect upon its passage, but the state board shall not take over the business now performed by the superintendent of public instruction, the trustees of the state normal schools, and the state board of vocational education until the end of the present school fiscal year, namely, September 1, 1919. Chapter 112, Laws of 1901, and all other acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

Approved March 28, 1919.

THE LIBRARY OF THE

FEB 5 1932

UNIVERSITY OF ILLINOIS



UNIVERSITY OF ILLINOIS-URBANA



3 0112 118475158